# Disposition**:** Being accountable and living with integrity

## **Lesson:** Two

### Question/LO: When am I responsible for my actions? What do Jewish people teach about living out beliefs?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning from experience | Recap from previous lesson about the way people think about others taking responsibility for their actions – even if no other person knows what they have done.  Question: At what age do people become responsible for their actions? When do the pupils think that they become accountable for what they do? Put up in different parts of the classroom large numbers for ages at which people become responsible for their actions. Eg 0-5; 6-10; 10-15; 16-18; 19-21; 21+. Ask pupils to stand near the age bracket that they think. Then ask a couple of pupils from each group to explain why they think what they do. Having listened to the answers, give pupils the chance to swap groups. Can any of them explain why they have moved? Question: Is being accountable the same or different as being an adult?  Tell pupils that they are to watch a video which starts with a question about when a person becomes an adult. Do their previous discussions help them to decide on their own answer to this? | n/a |
| Learning about religious traditions and non-religious world-views | What do Jewish people teach about living out beliefs about responsibility?  In Jewish traditions, there is a custom that young people become an adult at a particular age, and to mark it there is a ceremony. For boys this is at the age of 13 (*Bar Mitzvah* or **Son** of the **Commandments** – orlaw) In some traditions of Judaism, girls have a similar ceremony at the age of 12 where they become *Bat Mitzvah* (or **Daughter** of the **Commandments** – or law). In each case, the meaning of the ceremony is recalled in this Hebrew title. It is the time when the young people become responsible for themselves for following the Torah (Jewish holy book) keeping the Jewish law – all 613 commandments!  Questions: Who was responsible for the actions of the young people before they became Bar or Bat Mitzvah?  What would have been hard about what the boy and the girl had to do at the ceremony?  Why did people throw sweets at them at the end of the ceremony?  How did each of the people who celebrated their Bar or Bat Mitzvah feel about becoming an adult according to the Jewish law?  What questions might the pupils want to ask of the boy and the girl? | <https://www.truetube.co.uk/resource/bat-and-bar-mitzvah/>  In the video, pupils will see both a boy and a girl talking about their experience of preparing for their ceremony in the synagogue. This takes a long time – even up to a year. This includes preparing to read in Hebrew to the congregation. Pupils will see the Torah being read, and the yad – or pointer that is used to point to the words as they are read.  613 commandments (Teacher information)  Some of the commandments relate to the celebration of Jewish festivals such as: not to eat or drink on Yom Kippur <https://kids.britannica.com/kids/article/Yom-Kippur/353948> (Jewish people fast on this annual day of repentance); to eat matzah on the first night of Passover <https://kids.britannica.com/kids/article/Passover/353602> ; to dwell in a Sukkah for the seven days of Sukkot. <https://school-learningzone.co.uk/key_stage_two/ks2_religious_education/ks2_harvest/harvest_ks2.html> There is one about putting a mezuzah on each door post of the house. Others relate more to everyday behaviour. They are still part of the covenant with God. |
| Learning from faith and non-religious world-views | Becoming a son or daughter of the commandments reminds Jewish young people of their responsibilities to live well.  Activity  613 commandments.  Some of the commandments relate to the celebration of Jewish festivals, or to the worship and customs in the Temple in Jerusalem. However, several are about everyday behaviour. Even though they are about how to behave towards other people, they are still part of the Jewish people’s covenant relationship with God.  Ask pupils, in groups, to discuss the situations on the discussion sheet.  At the end, ask how a Jewish young person might feel if they didn’t keep some of those commandments after they have had their Bar/Bat Mitzvah ceremony? Who are they letting down if they do not live according to the commandments?  Pupils may wish to watch again the film from Unit 9 Being open, honest and truthful about a Jewish boy going to buy something from a shop and being given too much change.  Why did the boy explain to the shopkeeper what had happened? Might he have made a different decision if he had been on his own?  Question: How do I deal with difficult moral decisions? What do I do when I know I have let myself down? Is it easy to own up? | A discussion sheet should have downloaded with this lesson  KS2\_Y5\_Unit\_10\_Su\_Wk\_02\_of\_03\_R123\_613\_ Commandments \_v2  KS2\_Y3\_Unit\_09\_Su\_Wk\_02\_of\_03\_R13\_Video\_Being\_open\_honest\_truthful\_v1.mp4 |